



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

8632 W. Northern Ave., Glendale, AZ 85305

OMEGA SCHOOLS d.b.a. Omega Academy, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2004-05 Performing
2003-04 Underperforming
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Dr. Sharon Foster
Schedule : 07:30 AM to 04:30 PM
Grades : 9-12
2005 Enrollment : 54
Web Address : omegak12.com
Phone Number : (623) 878-8059
Fax Number : (623) 878-8175
E-mail : sfoster@omegak12.com

Mission

Our mission is to have students pursue a 90% mastery for all required Arizona Academic Standards. Our goal is to challenge all students to pursue traditional college or technical training after graduation.

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05 Met
2003-04 Not Met
2002-03 Not Met

School Improvement Status ^(b)

2004-05 SI Year 1
2003-04 Year 1
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Students will close the achievement gaps in mathematics, reading, and language arts.
- ü Students will pursue a 90% mastery level for Language Arts Standards set by the state.
- ü Students will meet technology skills by 2006.

Enrollment

October 1, 2004 School Year Student Enrollment : 48
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 21

Instructional Programs

- ü Inclusion Model of Special Education
- ü College Prep Track
- ü Learning Center Approach to Instruction
- ü Instruction Based on AZ/Natl Standards

Calendar Information

Number of Instruction Days :	153
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Oasis is a college prep high school. Instruction is modeled after learning centers/project and group work. Students can learn at their own pace in a nurturing, non-threatening and violence-free environment.

Parents

Pre-scheduled parent teacher student sessions are arranged each month school is in session. Parents are to sign in so that we can document their participation and cooperation with NCLB requirements.

Transportation Policy

BEELINE Transportation Services will determine a route for all Omega schools.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü National Awards for Outstanding Employees	2001
ü Federal Grant - 21st Century	2001
ü Private Donations	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	29	69846	NC	100	100	NC	654	699	NC	64	21	NC	29	11	NC	7	49	NC	0	18
All Students (Prior Year)	NC	38	65934	NC	93	100	NC	454	492	NC	80	43	NC	17	18	NC	3	24	NC	0	15
Female	--	11	34328	--	100	99	--	658	702	--	75	19	--	25	12	--	0	51	--	0	18
Male	NC	17	35509	NC	100	100	NC	652	696	NC	60	23	NC	30	11	NC	10	48	NC	0	18
African American	--	NC	3535	--	NC	100	--	NC	677	--	NC	31	--	NC	15	--	NC	46	--	NC	8
Hispanic	NC	23	23363	NC	100	100	NC	648	680	NC	73	32	NC	27	16	NC	0	45	NC	0	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	--	--	4785	--	--	100	--	--	671	--	--	39	--	--	17	--	--	39	--	--	5
White	NC	NC	36421	NC	NC	99	NC	NC	714	NC	NC	12	NC	NC	8	NC	NC	54	NC	NC	26
Students with Disabilities	--	NC	7690	--	NC	100	--	NC	593	--	NC	64	--	NC	14	--	NC	21	--	NC	2
Students without Disabilities	NC	25	62220	NC	100	99	NC	657	712	NC	58	16	NC	33	11	NC	8	53	NC	0	20
Limited English Proficient Students	--	NC	5834	--	NC	100	--	NC	612	--	NC	46	--	NC	20	--	NC	31	--	NC	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	NC	18	21421	NC	78	92	NC	655	686	NC	67	35	NC	22	15	NC	11	43	NC	0	7
Non-Economically Disadvantaged	NC	11	48489	NC	100	100	NC	652	704	NC	60	15	NC	40	10	NC	0	52	NC	0	23

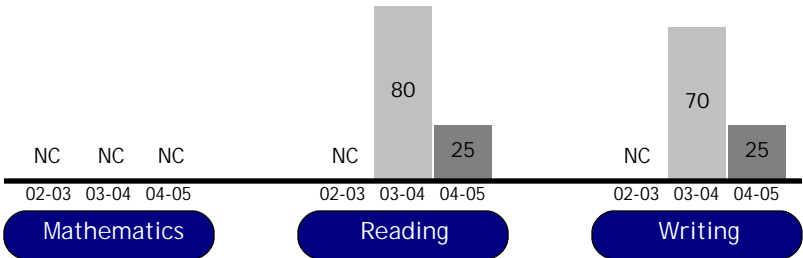
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	10	40	71311	100	100	100	644	649	694	25	40	7	50	24	21	25	36	63	0	0	9
All Students (Prior Year)	10	38	68162	100	90	100	533	492	509	0	29	18	20	32	24	70	32	51	10	6	8
Female	NC	16	34899	NC	100	100	NC	672	700	NC	13	5	NC	25	19	NC	63	66	NC	0	10
Male	NC	24	36430	NC	100	100	NC	639	688	NC	53	9	NC	24	22	NC	24	61	NC	0	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	NC	29	24056	NC	100	100	NC	648	672	NC	47	13	NC	16	31	NC	37	53	NC	0	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	--	--	5110	--	--	100	--	--	661	--	--	14	--	--	38	--	--	46	--	--	2
White	NC	NC	36841	NC	NC	99	NC	NC	713	NC	NC	3	NC	NC	12	NC	NC	72	NC	NC	13
Students with Disabilities	NC	NC	8021	NC	NC	100	NC	NC	590	NC	NC	27	NC	NC	42	NC	NC	29	NC	NC	1
Students without Disabilities	NC	32	63379	NC	100	100	NC	656	707	NC	30	5	NC	25	18	NC	45	68	NC	0	10
Limited English Proficient Students	NC	NC	6402	NC	NC	100	NC	NC	596	NC	NC	25	NC	NC	44	NC	NC	30	NC	NC	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	NC	23	22243	NC	96	93	NC	647	677	NC	43	14	NC	29	32	NC	29	51	NC	0	3
Non-Economically Disadvantaged	NC	17	49157	NC	100	100	NC	653	702	NC	36	4	NC	18	16	NC	45	69	NC	0	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	10	37	70868	100	100	100	638	621	688	25	30	5	50	65	23	25	4	63	0	0	9
All Students (Prior Year)	10	38	67629	100	90	100	523	477	524	10	41	22	20	24	16	70	35	59	0	0	3
Female	NC	15	34710	NC	94	99	NC	632	697	NC	29	3	NC	71	19	NC	0	66	NC	0	12
Male	NC	22	36176	NC	100	100	NC	616	678	NC	31	7	NC	63	27	NC	6	59	NC	0	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	NC	27	23868	NC	100	100	NC	613	670	NC	35	9	NC	65	33	NC	0	55	NC	0	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	5001	--	--	100	--	--	661	--	--	9	--	--	41	--	--	48	--	--	2
White	NC	NC	36710	NC	NC	99	NC	NC	702	NC	NC	2	NC	NC	15	NC	NC	69	NC	NC	13
Students with Disabilities	NC	NC	7900	NC	NC	100	NC	NC	580	NC	NC	22	NC	NC	49	NC	NC	28	NC	NC	1
Students without Disabilities	NC	29	63054	NC	97	99	NC	631	701	NC	17	3	NC	78	20	NC	6	67	NC	0	10
Limited English Proficient Students	NC	NC	6308	NC	NC	100	NC	NC	591	NC	NC	19	NC	NC	47	NC	NC	33	NC	NC	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	NC	22	21994	NC	92	92	NC	614	673	NC	46	10	NC	46	36	NC	8	52	NC	0	3
Non-Economically Disadvantaged	NC	15	48960	NC	100	100	NC	630	694	NC	10	3	NC	90	18	NC	0	67	NC	0	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	33	24	41	NC	NC	NA	42	100	21	29	51
	Language	100	25	21	42	NC	NC	20	42	100	25	30	50
	Mathematics	100	42	33	60	NC	NC	37	63	92	22	25	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Oasis High School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 1 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Fund Raising
- Ü Community Partnerships
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	.25	Teacher	3.00
Other Professional Staff	.25	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	1	0	0	0
7 to 9 years	0	0	0	0
10 or more years	0	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	27
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab for 9-12 Grades
- Ü Building is Handicap Accessible

Extracurricular Activities

- Ü Field Trips
- Ü Community Service Projects

Social Services

- Ü Partnership with Peoria Business
- Ü Member of Peoria Chamber of Commerce
- Ü Community Member on Site-based Council
- Ü Glendale Community College Partnership

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Director for afterschool program, IMPACT (I Motivate People and Community) was named the 'Afterschool Hero of the Year' by American Isuzu Motors.
- ü Bus driver was recipient of National 'John Stanford Education Hero Award' due to extraordinary contributions to school, community, and society. He went to Washington, DC to receive the award from Secretary of Education, Richard Riley.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	76	12	12	17
Transfers In Rate ⁶	361	28	28	37
Stability Rate ⁷	23	87	87	82
Promotion Rate ⁸	67	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	28	0	1	6
Status Unknown ¹¹	25	0	1	4
Graduation Rate ¹²	60	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Omega's Board of Directors has a 'Drug-Free Campus' policy prohibiting the use or sale of tobacco, drugs or alcohol on or around school grounds. Omega prohibits bullying of any kind. The school also has a policy concerning harassment. All visitors must sign-in as they enter the campus.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Dr. Foster	(623) 878-8059
Transportation Policy	Sid Bailey	(623) 878-8059
Community Resources	Mrs. Francis Jones	(623) 878-8059
School Nutrition Programs	Lorraine Valenzuela	(602) 269-1007
Parent Organization	Rosa Lee	(623) 878-8059
Student Health/Nurse		

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.